BUSI 223 – Personal Finance
Professor’s notes*
As of May 23, 2007

*Note: All content is based on the professor’s opinion and may vary from professor to professor and student to student. All content may be changed without notice. This information is provided to provide an analysis, but is not binding in any form.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the overall level of difficulty of this course?

Level of demand = 7
Every two weeks the student is required to turn in 3 sets of chapter problems, 2-3 worksheets, a small project, and to take 2 quizzes. There is also 2 exams and a final 3-5 page paper.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of reading requirements in this course?

Level of demand = 7
Students are responsible for reading three to four 25-page chapters every other week.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of lecture requirements in this course?

Level of demand = 1
The course contains no lectures.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of online exam requirements in this course?

Level of demand = 9
The course has 8 quizzes and 2 online tests (the midterm and final). Although they are open book and open notes, students are responsible for all material found in the book. Questions come from an extensive exam database.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of discussion board requirements in this course?

Level of Demand = 3
Every 2 weeks, the student is required to post the return on an investment.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of the written paper requirements in this course?
Level of Demand = 6
The student is required to write a 3-5 page paper analyzing and evaluating their personal investment plan.

Additional Comments:

For students that have not had any math classes in recent years or struggle with math, this class can be very challenging. The class builds on some fundamental concepts discussed very early in the class. For students that struggle with these concepts, the class is very challenging. Also, the students turn a large number of assignments every 2 weeks, so there is a lot of time involved.
Syllabus

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
SCHOOL OF BUSINESS

BUSI 223
PERSONAL FINANCE

REQUIRED TEXTBOOK

OTHER REQUIRED MATERIALS
CD or Personal Financial Planner. The CD is preferred, but the Personal Financial Planner should be adequate, assuming the paperback “Planner” is new or, if used, it comes with the needed worksheets. NOTE: if you get the paperback “Planner” (instead of the CD), you will have to scan hard copies in order to transmit them electronically.

Other – Periodicals. You will need to acquire current events like economic updates and stock information from the Wall St. Journal or other newspapers either print version or electronic version (www.WSJ.com) and websites.

COURSE DESCRIPTION
Budgets, borrowing funds, stock ownership, savings, real estate as investments, and related tax matters are among the topics covered.

I. RATIONALE
   A. Personal Finance skills are useful throughout one’s life. Whether you’re going to be a business owner or manager or simply own your own home and manage your household’s finance, money management skills are needed by everyone. So, if you’re going to run a business and/or a household, money management skills are needed and they need to be strong.

II. PREREQUISITES
   A. None
III. **Course Objectives**

Students will gain knowledge and build skills allowing them to perform these activities:

A. **Financial Planning:** setting goals, identifying and solving problems, mapping the way to success.
B. **Managing Money:** assessing one's financial strengths, savings power and setting-up a spending plan.
C. **Reducing Taxes:** legally avoiding income taxes on earned and unearned income & postponing taxes.
D. **Managing Credit:** knowing one's limit, lending guidelines, what's "too much" and retiring debt early.
E. **Investing Money:** choosing among different kinds of stocks, bonds and funds, evaluating performance.
F. **Working on Retiring:** retiring debt and retiring from work early; exercising restraint, borrowing less, accelerating debt-payoff, paying less interest, saving more, investing more often and earning an adequate return on one's capital.
G. **Critical Thinking and Problem-solving**

IV. **Materials for Learning**

A. Internet access and Microsoft Word
B. Textbooks: Hardback or Paperback version of “Personal Finance” by Kapoor (7th Ed.)
C. CD-ROM or “Personal Financial Planner” workbook. The CD should accompany any NEW copy you purchase (hardback or paperback). The “Personal Financial Planner” should accompany any NEW hardback text you purchase. If you purchase either hardback or paperback edition in USED condition, first verify it has what you need.
D. Periodicals, newspapers: old-fashioned print or new-fangled electronic format on the net.

V. **Course Requirements and Assignments**

A. Modules 1 through 4 will require students to:
   1. Read 2 or 3 chapters per module. Our text has questions for you to answer in each chapter. What’s particularly useful in Kapoor’s 7th Edition of “Personal Finance” is the author intentionally positioned several questions throughout each chapter. These “Concept Checks” are meant for you to answer before moving beyond that particular “Learning Goal.”
   2. Chapter Problems as assigned
   3. “Extremely Important Economic Indicator Out"(E.I.E.I.O.) one for each module
4. P.I.P worksheets – About half of the final “P.I.P.” involves practice “Work-Sheets” which are required bi-weekly (2 every 2 weeks).

5. Quizzes: 2 per module).

B. Final Project - “Personal Investment Plan” meant for the learner to apply concepts and principles from the course resources to his personal financial situation.

C. Exams (2) a mid-term examination and a comprehensive final examination

VI. INSTRUCTIONAL PROCEDURES AND TECHNIQUES

A. Learning occurs while we spend time on activities like asking and answering questions or posing and solving problems. Through frequent answering of questions and solving of problems, the learner is expected to develop skills problem-solving, critical thinking and discernment.

B. Specifically, in the area of finance, learners are expected to read (frequently and regularly); then, use the knowledge, information and tools from the assigned readings to answer questions and solve problems.

C. To build skill and acquire knowledge, the learner must take responsibility for the following:

1. Reading: frequently and regularly. Read the text-at a minimum-the assigned reading. Always read at least the minimum required; more often than once, if necessary.

2. Answering Questions: Our text has questions for you to answer in each chapter. What’s particularly useful in Kapoor’s 7th Edition of “Personal Finance” is our author intentionally positioned several questions throughout each chapter. These “Concept Checks” are meant for you to answer before moving beyond that particular “Learning Goal.”

3. Solving Problems: Our text has problems for you to solve at the end of each chapter. These will require you to have read the chapter and its respective “Learning Goals” for you to acquire the knowledge and tools to solve the problem. Often the problems are difficult but you can solve them using tools offered in the text; otherwise, you may need to use your Critical Thinking skills and/or make assumptions and/or solve it by trying another method. Usually, there will be more than one method for solving each problem; you are encouraged to be creative and look for alternative ways.

4. Learning Activities: While all Learning Activities are useful for learning; not all are graded. Learning Activities that are required will be graded; those that are recommended will not
be. Learning Activities that are recommended may, at times, appear to be unnecessary; but, do not fool yourself. Even “only” recommended Learning Activities can help you in other ways. Often recommended Learning Activities will improve your performance elsewhere, such as Required Learning Activities. For example, the readings are required but not exactly “graded” learning activities. Likewise, “Concept Checks” (CCs) are learning activities that are best for learners to do for their own benefit and they are effective without necessarily being “graded.” The “Learning Activities” (LAs) only suggest - or recommend – you to do Concept Checks; but, require you to solve problems found at the end of the assigned chapter.

5. Other Assessments:
   a) Quizzes: These help to assess the learner’s comprehension of the assigned chapters.
   b) Two Tests (a mid-term examination and a comprehensive final examination).
   c) Final project (“Personal Investment Plan”) meant for the learner to apply concepts and principles from the course resources to his personal financial situation.
   d) “PIP” Work-Sheets: About half of the final “PIP” involves practice “Work-Sheets” which are typically required bi-weekly (2 every 2 weeks).
   e) Discussion Board Questions: Each Module will have 1 or 2 Discussion Board activities (ROIs and EIEIOs). It is essential for the learner to willingly participate and to the best of his ability.

VII. COURSE GRADING AND POLICIES

A. Weight

- Quizzes (8) 200 points
- MID-TERM EXAM 200 points
- FINAL EXAM 200 points
- P.I.P. Worksheets (4) 80 points
- Chapter Problems (4 sets) 140 points
- Discussion Board Questions (E.I.E.I.O.s) 110 points
- Final Personal Investment Plan 70 points
- Total points 1000 points

B. Scale

A = 91–100  B = 82–90.9  C = 73–81.9  D = 65–72.9  F = 0–64

C. Disability Assistance Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations
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<tr>
<th>MODULE</th>
<th>WEEKS</th>
<th>TEXTBOOK READING CH. NO.</th>
<th>LEARNING ACTIVITIES</th>
<th>VALUES &amp; WEIGHTS: POINTS &amp; PERCENTS</th>
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<tr>
<td>1</td>
<td>1 and 2</td>
<td>1, 2, and 3</td>
<td>Ch. 1 - 3 Problems&lt;br&gt;ROIs and EIEIOs**&lt;br&gt;Your P.I.P. Worksheets&lt;br&gt;Quizzes 1 and 2&lt;br&gt;TOTAL</td>
<td>30 Points = 3%&lt;br&gt;30 Points = 3%&lt;br&gt;20 Points = 2%&lt;br&gt;50 Points = 5%&lt;br&gt;130 Points = 13%</td>
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<tr>
<td>2</td>
<td>3 and 4</td>
<td>4, 5, 6, and 7</td>
<td>Ch. 4 - 7 Problems&lt;br&gt;ROIs and EIEIOs**&lt;br&gt;Your P.I.P. Worksheets&lt;br&gt;Quizzes 3 and 4&lt;br&gt;Mid-Term Exam&lt;br&gt;TOTAL</td>
<td>40 Points = 4%&lt;br&gt;30 Points = 3%&lt;br&gt;20 Points = 2%&lt;br&gt;50 Points = 5%&lt;br&gt;200 Points = 20%&lt;br&gt;340 Points = 34%</td>
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<tr>
<td>3</td>
<td>5 and 6</td>
<td>9, 13, and 14</td>
<td>Ch. 9, 13, 14 Problems&lt;br&gt;ROIs and EIEIOs**&lt;br&gt;Your P.I.P. Worksheets&lt;br&gt;Quizzes 5 and 6&lt;br&gt;TOTAL</td>
<td>30 Points = 3%&lt;br&gt;30 Points = 3%&lt;br&gt;20 Points = 2%&lt;br&gt;50 Points = 5%&lt;br&gt;130 Points = 13%</td>
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<tr>
<td>4</td>
<td>7 and 8</td>
<td>15, 16, 17, and 18</td>
<td>Ch. 15-18 Problems&lt;br&gt;ROIs and EIEIOs**&lt;br&gt;Your P.I.P. Worksheets&lt;br&gt;Final Personal Investment Plan&lt;br&gt;Quizzes 7 and 8&lt;br&gt;Final Exam&lt;br&gt;TOTAL</td>
<td>40 Points = 4%&lt;br&gt;20 Points = 2%&lt;br&gt;20 Points = 2%&lt;br&gt;70 Points = 7%&lt;br&gt;50 Points = 5%&lt;br&gt;200 Points = 20%&lt;br&gt;400 Points = 40%</td>
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<td>GRAND TOTAL</td>
<td>1000 Points = 100%</td>
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**ROI=Return On Investment. See Learning Activity folders in each Module for the indexes and interest rates tracked & due dates. These will be posted on the Discussion Board.**

**E.I.E.I.O. means “Extremely Important Economic Indicator Out” and there shall be at least 2 “out” every 2 weeks to report. (More on EIEIOs can be found in Learning Activity folders in each Module).**